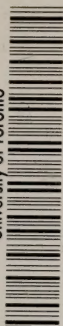


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MANUAL

Teaching Outline

To Accompany

The Practical Use of Books and Libraries

An Elementary Manual

By

Gilbert O. Ward

Supervisor of High School Branches

Cleveland Public Library

USEFUL REFERENCE SERIES, NO. 3

Boston, Mass.

The Boston Book Company

1911

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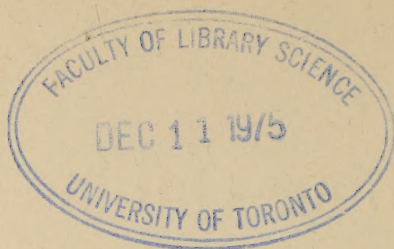
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MANUAL

The Riverdale Press, Brookline, Boston, Mass.

Preface

THE object of this outline is to furnish the high school teacher or librarian a practical method for teaching the "Practical Use of Books and Libraries."

It will be necessary to fit the outline to local needs. For instance, it may be advisable to introduce the first group of reference books before the card catalogue, or specific reference books in different order, or substitute other titles for those given. But whatever changes are made, it is strongly urged that the following general principles be observed: 1. The free use of the oral quiz especially with younger classes so as to draw on the student's own experience. 2. The avoidance of mere lecturing or above all, dictating. 3. The illustration of every point by a concrete example from books themselves when possible, from the blackboard, or from the Manual. 4. The clinching of each lesson by a written exercise.

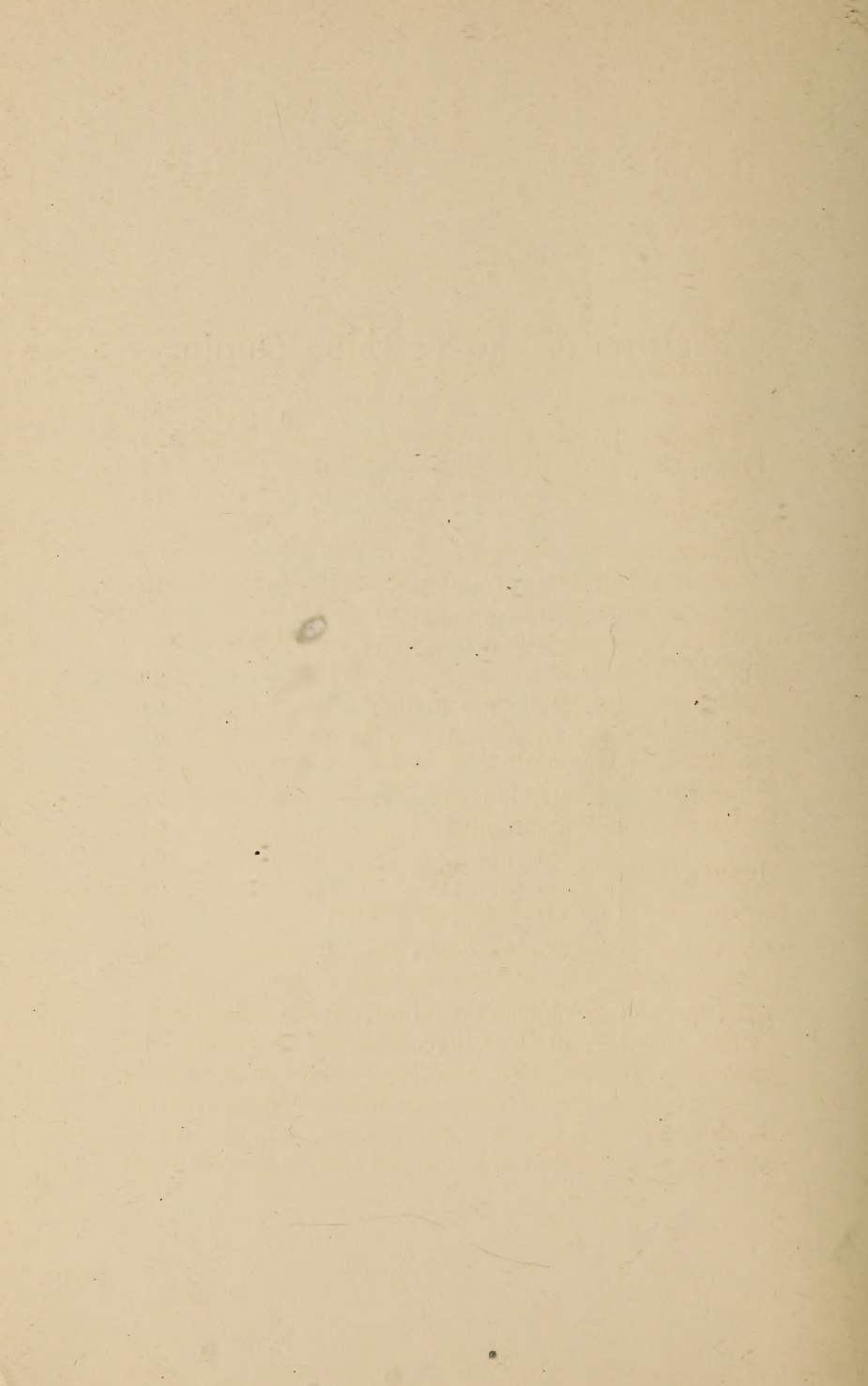
Before beginning the lessons, a test on the alphabet should be given, to make sure that students understand strict alphabetical order. The words of a spelling lesson can be used for this exercise. In this case, the words should be dictated for spelling in the ordinary way; they can then be torn apart, re-arranged and re-copied in alphabetical order on another sheet.

Or, several words (some of them beginning with the same letter), can be written on the board, and suggestions can be called for as to their proper arrangement. The words can be rewritten in another column as suggestions are made.

When time is limited, written exercises can be done outside of class.

Skeleton of the Teaching Outline

		Periods	Page
FRESHMEN	{ 1. The Book	1	1
	{ 2. The Dictionary	1	4
	{ 3. The Encyclopedia	1	14
SOPHOMORES	{ 1. Card Catalogue	$\frac{1}{2}$	18
	{ 2. Numbering and Arrangement of Books	$\frac{1}{2}$	20
	{ 3. Reference Books:—		21
	{ Group A	1	23
JUNIORS	{ 1. Reference Books:—		21
	{ Group B	$\frac{1}{2}$	24
	{ Group C	$\frac{1}{2}$	26
	{ Group D	$\frac{1}{2}$	28
	{ 2. Magazines	1	30
	{ 3. Buying Books	1	32
SPECIAL	{ The Use of the Library in Debating.		33



The Book

Based on Chapters I and II. Time, one period.

Summary: (a) Physical care of a book; (b) Printed parts of a book.

Object: To teach the practical value and use of a book.

Method: Oral quiz.

Preparation: Students are to bring to class some familiar schoolbook, such as Myers' General History, or any other book with a good index, or, if the library has twenty-five or thirty copies of one book which illustrates the points brought up, these can be distributed on the tables and ready for the class when it comes. In this case, no book need be brought to class. Books of poetry should also be distributed, some of individual poets; for instance, Holmes' Poems. Books which have been rebound should not be used.

Model quiz:

a. THE PHYSICAL CARE OF A BOOK.

Will everybody take his Myers' General History in hand. Will you look carefully in the folds between the leaves? Tell me if you find anything. When the stitching is found make this the point of departure for describing the physical make-up of a book. Illustrate with a book from which the cover has been stripped. *Henry, suppose a book opens stiffly, and I force it open hard. Bearing in mind what I just told you, can you think what that might*

do to the book? What would happen to the glue on the back? Would it be likely to crack? Question or explain as there is time, and illustrate with book before class, the proper way of opening. Would you lay a book near a hot stove? Why not? Etc., etc.

b. THE PRINTED PARTS OF A BOOK.

1. The names of the parts *Will everyone take his copy of, e.g., Myers' General History in hand. Cornelius, find the first page on which there is any printing. Describe it. Do you know what this page is called? Give the name. Half title comes first in many books. Names of parts to be written down on board in column as found. Describe the next piece of printing that you find. Repeat question until the principal parts have been named. Explain that some books have an appendix, if the example has none. Cite the dictionary.*

2. The functions of the parts. *Joseph, turn to the title page, and read aloud what you find on it. What do you call the phrase naming the title? What is naming the author? Is it of any use to know the author and title of a book you are reading? Why? Supposing you wanted to borrow or buy a copy of Blaisdell's Rhetoric, would you ask for the green English book, about so large, that they study in Technical High School? Pass lightly over rest of title page, mentioning usefulness of publisher's name in ordering a book, when the same book is published by different firms, e.g., Ivanhoe. (Houghton Mifflin, Dana Estes, Crowell, American Book Co., et al.) George, where do you find the copyright date? Can you tell us what it means? Explain briefly. Of what use is it to a reader? Proceed in same way for the other parts, except the index, getting students to suggest uses, when they*

do so readily, and explaining when necessary to save time. Avoid mere lecturing.

3. The use of a simple index. *Will everyone turn to the index of Myers' General History? Where do you find the index? In what order are the words arranged? Alphabetical. What sort of things seem to be mentioned in it? Persons? Give an example. Places? Events? Anything else? What do the numbers that follow each item mean? Find an item on the ancient history of Egypt. "Egypt, ancient history of, 18-26." In what order do the words come? Which is the most important word? Where does it come? What does the dash between the numbers "18-26" mean? I want to find something on the House of Lords. To what page shall I turn? This is a cross reference.*

Keep your places at the index, but turn to the table of contents. I want to find out about the death of Julius Cæsar. Look in both table of contents and index, and tell me in which one you find it. Index. Find the discovery of America by Columbus; The Thirty Years War, in both lists; the storming of the Bastille; India, both lists; present government of India, index; Joan of Arc; Napoleon; the Reformation, both lists; about Sparta.

What seems to be the difference between the table of contents and the index? In position? In arrangement? In fullness? In what order are the words of an item in an index often arranged? Inverted. Why? Which would you use to get a general idea of the subjects covered, and the way they are arranged? Which would you use to look up a particular point?

4. Indexes of books of poetry. *Who has a copy of Holmes' Poems? Turn to the table of contents and tell me what you find in it. Turn to the index. What does it*

give you? First lines. Do you find any other index? Titles. Where can I find the poem "The Spectre Pig"? The poem beginning, "It was a tall young oysterman"?

Call attention to other special forms of index as there is occasion, illustrating from books themselves when practicable. If books are not available, the selections in the Manual can be used, either from the Manual itself, or from the board.

Written test: Name the principal parts of a book. Distinguish between the table of contents and the index, and describe their use. Give the pages of the most important reference to (specified subjects) in (specified books).

The Dictionary

Based on Sections 50-55, 110-116. See also, Section 44. Time, one period.

Summary: (a) Preliminary. (b) Body of the dictionary. (c) Appendix. (d) Comparison of the dictionaries.

Object: To teach the value and method of using the dictionary. The lesson applies to the *latest* editions of the *unabridged* International, New International and Standard dictionaries. It can be adapted to the Century Dictionary.

Method: Oral quiz and written exercise. Copies of the Manual should be distributed and the students quizzed from the illustrations in the appendix, sections 110-116. If enough dictionaries or specimen sheets of dictionaries are available, they can be distributed and used instead of the Manual.

Preparation: Students to be ready with explanations of the following terms: Fictitious, gazetteer, biographical, abbreviation, arbitrary sign, symbol, vocabulary, unabridged, appendix, contraction.

Model quiz:

a. PRELIMINARY.

How many boys ever use the dictionary? How many boys use the unabridged (big) dictionary? John, can you tell us what the dictionary is? A list of words with definitions. Answers relating to the appendix of the dictionary are to be put aside for future consideration. Henry (some boy who uses the unabridged), how do you find a word in the dictionary? Are the words in any particular order? What kind of order is it? Alphabetical. Is there anything to help you locate a word? Thumb index and headings at tops of pages. Illustrate their use with a dictionary.

The remainder of this preliminary section is to be used at discretion in part or as a whole, to excite the interest of younger or dull classes, especially if the lesson is not given in the library. As soon as interest is aroused, pass over to Section *b* on the body of the dictionary, page 7.

Peter, how many words do you suppose that you know the meanings of? Illiterate people find 300 words enough; ordinary persons are familiar with 2,000 or 3,000 and very well educated persons with at least 5,000. Shakespeare uses 15,000 words. Probably about 30,000 words are in practical use. Henry, how many words do you guess are in the English language? No one knows exactly. The New International Dictionary defines over 400,000 words and phrases. Do you suppose that

there are any words which the unabridged dictionary does not include? Who has ever looked for a word and not found it? Very new words, very old words and local words are often not included. Of course a student may not know how to find a word.

William, can you see any reason why a dictionary should be necessary? To show how to spell and pronounce. *Yes, but why should we go to a dictionary to learn how to spell and pronounce, rather than spell and pronounce as we choose?* Do not ask the foregoing question of any bright boy who sees the drift of it. *Well, put it this way.* Take up any familiar book, and write some sentence out on the blackboard, and get boys to suggest various ways of getting at the same phonetic result. Example, (the first sentence from Sohrab and Rustum):—

1	2	3	4	5	6	7
And the first gray of morning						filled
ferst grey ov mourning						fild
furst grae						philled
						phild
						filld
						philld
8	9		10	11	12	
the East, and the fog	rose out of the Oxus stream					
eest	fogg		roze owt		streem	
	phog		roes		streme	
	phogg					

Twelve common words and from two to six possible ways of spelling eleven of them.

Take up the question of pronunciation in the same way. Example, "Though":—

th may be pronounced as in *thin* or *then*.

ou may be pronounced as in *Louis*, *out*, *bought*, *bouquet* or *tough*.

gh may be pronounced as in *Afghan*, *tough* or *bought*.

Do you see any disadvantage in spelling and pronouncing as one pleases? The United States excluding dependencies has about 93,500,000 people, and extends thousands of miles from the Pacific to the Atlantic and from Canada to Mexico. If the people of Maine could not understand the people of Texas, do you think that would help or hinder good feeling? Does it make people or nations more or less likely to disagree when they cannot understand each other's language? Why do we laugh at foreigners; is it partly because of their speech? Does this cause ill feeling? Then in the United States is it any advantage to have a common standard of speech just as we have a common standard of money, and of weights and measures? Is the dictionary such a standard? Very well, what are you going to do next time you meet a word which you cannot pronounce or do not understand? Use the dictionary.

b. THE BODY OF THE DICTIONARY. Based on the word "stare" from the International Dictionary, Section 112 in the Manual. In adapting the quiz to any other dictionary, read carefully the paragraphs in the Manual on that particular dictionary and use the corresponding selections in the appendix of the Manual. Read also Section 55 on the comparison of the dictionaries.

In beginning, explain clearly and briefly that the selections are exact reproductions from the dictionaries.

John, find the word "stare," the first one. What is the first thing that the dictionary tells you about it? Spelling. What next do you see on the same line? Re-spelling to

show pronunciation. *What next do you find?* Abbreviation, "n." *What do you call it?* Abbreviation. *What does it stand for?* "Noun," i.e., the part of speech which "stare" is. If no one knows, send a boy to look it up in the table of special abbreviations in the front of the dictionary. Meanwhile, the recitation can proceed. *What comes next?* Etymology. *What does "A. S." stand for?* Anglo-Saxon. *What does the phrase "See Starling" mean?* *What comes next?* Abbreviation, "Zööl." *What does it mean?* That the term is used in Zoölogy. *What comes next?* Definition. *Next?* Abbreviation, "Obs." *What does it mean?* Obsolete. *What does "obsolete" mean?*

What comes next on the page? The second "stare." *Is this the same word as the first "stare"?* *What part of speech is the first "stare"?* *What the second?* *What is the etymology of the first "stare"?* *What the etymology of the second?* The figure 166 beneath the root mark refers to the list of Indo-Germanic roots in English in the introductory part of this dictionary. It need not be explained unless pupils mention it. *How many definitions of the second "stare" do you find?* *Read the first. The second. The third. Which is most literal, or nearest in meaning to the etymology?* *Is 2 or 3 nearer the original meaning?* *In what order then, do the definitions seem to be arranged?* Literal meaning first, derived and figurative last. *What do you find at the ends of definitions 1 and 3?* Quotations. *Of what use are quotations?* To show how words are used. *What does the abbreviation "Syn." stand for?* *Of what use are synonyms?* *What does "See Gaze" mean?*

What comes next on the page? A third "stare." *What part of speech is it?* *Where can I find the pronunciation?*

See the first "stare." *Where the etymology?* Second "stare." When pronunciation or etymology is not given, follow up the words preceding until it is found. *What is the phrase "To stare in the face"?* A common figure of speech, *i.e.*, an idiom.

What part of speech is the next "stare"? *Where do you find its pronunciation?* *Etymology?*

How many times altogether does the word "stare" occur? Four times, twice as verb and twice as noun.

Look at the word "starfish." *What has it that "stare" has not?* Picture. *What is the phrase in italics, "Asterias vulgaris"?* Scientific name. *What does the fraction $\frac{1}{3}$ mean?* One-third natural size, *i.e.*, diameter or length. *What other words are given in the extract?* *How are they arranged?* Alphabetically, letter by letter.

c. THE APPENDIX.

Describe the appendix of the dictionary. Then have the class turn to the selections in the back of the Manual. For the New International, the examples of the Gazetteer and the Biographical Dictionary in the old International can be used, with the explanation that the lists have been revised. Take up each selection, beginning with the title of the list to make sure that students understand the meaning of long words such as "fictitious," "gazetteer," etc. Take a representative item in each list and go through it much as in the case of the word from the body of the dictionary, to bring out all the information connected with it.

State that the dictionary like any other book has a table of contents (though no index), which gives the names of all special lists. Emphasize that it should always be consulted when a word is not found in the body of the dictionary. Then have the class turn to

the paragraphs in the Manual summarizing the dictionary's contents; explain that they summarize the table of contents, and ask in which list the class would look for the meaning of "A. B.," "distingué," or for information about Hector, Abraham Lincoln, the length of the Missouri, etc.

If the Manual is not available for the whole class, the table of contents of the dictionary can be copied on the blackboard, and the quiz made as explained in the preceding paragraph.

d. COMPARISON OF THE DICTIONARIES. Based on Sections 55, 110-116. This instruction can be given to classes which are already familiar with the use of the dictionary.

Have the class turn to the selections in the back of the Manual, and get them to discover for themselves as far as possible the various points of difference mentioned in Section 55. For instance ask the class to notice how pronunciation is shown in the New International, and then in the Standard. Not all the points mentioned in Section 55, however, are illustrated by the selections. In regard to the appendixes, point out the differences in arrangement, fullness of detail, and general scope. Call attention to the page division of the New International and to the fact that the lower part of the page contains much information found in the appendixes of other dictionaries. Illustrate by picking out, or having class discover and explain significant items. See the paragraph on Webster's New International Dictionary, page 36, in the Manual.

Written exercise: This exercise can be done in the high school library, or in the public library as is more

convenient. Go over a specimen paper with the class to make sure that all is understood, and emphasize that the latest unabridged editions must be used. Frame questions so that the answers will be short, preferably page numbers; for subjects for questions, see the lists following the model form. Each student should have one question from each numbered group, nine in all, or ten including the name of the dictionary.

Mark on a basis of 10, one point for each question, and deduct for lack of neatness, etc.

MODEL FORM

Name
 Class Date

To Use the Dictionary. Look for the word first in the main part of the dictionary. If you do not find it there, consult the table of contents at the front of the dictionary to see if there is any special list which might include the word. Abbreviations used in the dictionary are explained in a special table just before the main part.

1. A word in the dictionary frequently is repeated; for instance "wish" occurs once as a verb and again as a noun. How many times does the word "cap" occur?

2. Give the etymology of the word "brine," writing out abbreviations in full.....

3. How long is the Colorado river?.....
4. When was Oliver Cromwell born?.....
5. On what page can you find an explanation of the expression "elbow grease"?.....
6. On what page of the dictionary can you find a short account of "Don Quixote"?.....
7. What does the phrase "esto perpetua" mean?.....
 On what page is it explained?.....
8. On what page can you find an explanation of the term "Fillippino"?
9. What does the abbreviation "pp." stand for?.....
 On what page is it explained?.....
10. Give the full name and date of the dictionary used in answering these questions, as found on its title page.

The subjects in the following groups can be found in the New International, International or Standard dictionaries. Each student should be assigned one subject from each group.

FROM THE DICTIONARY

I. *Words spelled alike but with different meanings*: Age, all, arm, base, beam, beg, bend, burn, but, cap, comb, dare, drill, file, gaze, list, match, moor, ounce, plumb, press, quarter, reel, repair, rifle, scale, trump, wind, worst, yard.

II. *Etymologies*: Ambulance, amateur, annex, assassin, audience, bell, blush, brine, bug, bundle, corner, debate, gas, mantle, onion, pennant, pension, perfume, pistol, radish, rogue, science, scissors, secretary, soldier, south, spire, spine, trade, train, transport, transparent, treat, task, taste, parasol, unanimous, value, valve, volcano, vote, volume, souvenir, tax, trident, umbrella, vital.

III. *Idiomatic phrases, etc.*: Absolute zero, act of God, a base hit, a bee in one's bonnet, blood heat, to go by the board, to pick a bone with, conscience money, a capital crime, to draw the long bow, local color, throw up the sponge, steal a march, under the rose, take the veil, on wings of the wind, by word of mouth, yeoman of the guard, torrid zone.

Synonyms: clear, danger, demolish, infinite, manifest (adj.), remainder, smell (n.), smooth (adj.), understanding, violent.

FROM THE APPENDIX

IV. *Names in literature, etc.*: Achilles, Adonis, Agamemnon, Ajax, Aladdin, Ancient Mariner, Ali Baba, Bluebeard, Blue Hen State, Caliban, Chinese Gordon, Dixie, Don Quixote, Emerald Isle, the Father of Waters, King Lear, Island of St. Brandan, Mrs. Malaprop, Mr. Micawber, Mother Goose, Old Man of the Sea, Ophelia, Pyramus and Thisbe, Tam O'Shanter, Sancho Panza, Pied Piper of Hamelin, Roland, Tom Thumb.

V. *Geographical names*: Location of Andaman Islands, Balaklava, Blarney, Canary Islands, Cumberland Gap, Delagoa Bay, Guam, Ladrone Islands, Put-in-Bay, Saxe-Coburg-Gotha. Area of Africa, England, Florida, New York State, Nicaragua, Ohio. Length of the Colorado River, Danube, Hudson, Merrimac, Mississippi, Ohio. When was Pompeii destroyed? In what county of New York State is Rochester? Capital of Bohemia, Finland, Prussia.

Nation owning the Fiji Islands. Depth of Atlantic Ocean, of Great Salt Lake.

VI. *Biographical names*: Joseph Addison, Francis Bacon, R. L. Stevenson, Henry Ward Beecher, Aaron Burr, George Rogers Clark, Columbus, Oliver Cromwell, Garibaldi, James A. Garfield, W. E. Gladstone, U. S. Grant, Washington Irving, William Kidd, Rudyard Kipling, David Livingstone, J. J. Rousseau, Saladin, Joan of Arc, Tecumseh, Louisa M. Alcott, Davy Crockett, Kit Carson, Daniel Boone, Francis Marion, Stephen A. Douglas, Patrick Henry, Israel Putnam, Mazzini.

VII. *Foreign phrases*: À bas, ab initio, a bon marché, ab urbe conditâ, ad astra per aspera, ad finem, ad infinitum, ad libitum, ad nauseam, ad valorem, affaire d'honneur, affaire du cœur, à la française, auto da fé, bona fide, c'est-à-dire, comme il faut, coup d'état, de profundis, e pluribus unum, sic semper tyrannis, nil sine numine, labor omnia vincit, ab origine, ad calendas Græcas, ære perennius, bon soir, bon ami, Dei gratiâ, enfant terrible, in hoc signo vinces, esto perpetua, lares et penates.

VIII. *Abbreviations*: Abbr., adv., adj., ad lib., Ala., A. M., ard., b., cf., ed., ib., id., i. e., inf., mil., mm., MS., n. d., p., pp., p. p., pro tem, q. e. d., q. v., S., S.P.Q.R., sc., sh., tr., v., v. a., v. i.

IX. *New words, phrases, etc.*: Automobile (adjective), auto-suggestion, Eros (astronomy), to face (golf), a fill (road engineering), briquet (form of fuel), chicle, coherer, commande, decoherer, Mexican dollar, torpedo-boat destroyer, fudge (candy), Bertillon system, boatswain's chair, Boxer (China), braille, bunyip, carborundum, center of population, Cleopatra's needle, dum dum bullet, fair copy, Filipino, format, hike (v. i.), Igorrote, kissing bug, knock-about (yachting), kosher (v.), San José scale.

The Encyclopedia

Based on Chapter V, Sections 47, 48 and 49. See also Sections 43, 44 and 45. Time, one period.

Object: To teach the scope, limitations and use of the encyclopedia.

Method: Oral quiz, demonstration with the encyclopedia itself when available, and written exercise.

Preparation: If a set of an encyclopedia is available, have it distributed on the desks ready for the class.

Model quiz: *How many boys have used the encyclopedia? How many have not? John (some boy who has used it), can you describe it for us? Can anyone add anything that John has omitted? Name some subjects you have found in the encyclopedia. What kind of subjects should you say are included in it? Persons? Places? Animals? Who knows the etymology of the word "encyclopedia"? Explain the etymology.*

Henry, when you looked up such and such a subject, naming one of those previously mentioned, how did you go about it? How did you know what volume to look in? When you found the volume, how did you find your subject? These two questions are to bring out the use of the key letters on the backs of the volumes, alphabetical arrangement and use of the page headings. Illustrate, or if possible, have the pupil illustrate from a volume of the encyclopedia.

Has any boy ever had trouble in finding a subject? What was the subject? Some of the possible sources of trouble are: Hazy in the student's mind; wrong spelling, e.g., Elliot for Eliot; impatience; ignorance

of encyclopedia's arrangement, *e.g.*, strict alphabetical order, repetition of names, cross references, use of the index in the case of the Britannica; ignorance of the encyclopedia's limitations, *e.g.*, non-practical character, getting out of date, ignoring of American subjects in the older editions of the Britannica. Point out in the subjects named the possible source of trouble, *e.g.*, repetition of like names.

If the encyclopedia itself is available, assign a few topics to look up on the spot to illustrate the difficulties just described, and points not brought out by the quiz. The following topics are from the New International: Cocoa (cross reference); directions for baking apples (limitation on the practical side); manufactures of Ohio (hidden in the body of the article on Ohio); Abraham Lincoln (repetition and arrangement of similar and identical names); death of Mark Twain, (limitation on date); membership of the Board of Education of this city (local limitations).

Ask who is having trouble in finding his subject, and have class suggest what is the matter. Ask leading questions, *e. g.*, *Do you find more than one article headed Lincoln? How many? What kind of Lincolns do you find?* etc., etc. Then point out alphabetical arrangement by Christian names or other arrangement.

The arrangement of subjects varies more or less in different encyclopedias, and the same encyclopedia is not always consistent with itself. Mention this fact briefly and tell students that they must observe for themselves with whatever encyclopedia they are using. Cite the Britannica with its tendency to broad headings, *e.g.*, "Raspberry, see Horticulture,"¹ and its index volume.

¹ Edition nine.

Written exercise: This exercise can be done in the school library or in the public library as time and convenience suggest. It will save the wear on the books in any one library if the work is distributed among as many libraries as possible, and three or four days are given for its completion.

MODEL FORM

Name.....
 Class..... Date.....

To Use the Encyclopedia. 1. Look at the words or letters on the backs of the volumes to find the volume in which the name of the subject should occur. 2. Look for the subject in its alphabetical place in the volume chosen, using as a guide the headings at the tops of the pages. 3. If the Encyclopædia Britannica is used, consult the index volume when there is trouble in locating a subject.

1. Name of the encyclopedia used in answering these questions, as found on the title page of volume I.

2. Date of the encyclopedia as found on the title page of volume I.

3. Find in the encyclopedia full accounts of each of the subjects named below. Give in each case the number of the volume and the page on which you find the information.

(a) Robin Hood.

Volume.....page.....

How many articles have the word "Hood" in their titles?.....

(b) Yachts.

Volume.....page.....

(c) What is the exact title of the article in which you find a full account of Mount Aetna?.....

Volume.....page.....

In giving out the exercise, take a specimen sheet and show how the questions are to be answered. The second part of *a* in question three should be carefully explained.

In marking on a basis of 10, observe the following scale:—

Question	Points
1	1
2	1
3a { part 1	1
" 2	2
3b	2
3c { part 1	2
" 2	1
	<hr/>
Total	10

Deduct for lack of neatness, etc.

The following groups of questions each contain one item bringing out the repetition of proper names, one general question frequently involving an inversion of words in a title, and one cross reference. The questions are intended to be answered from the New International or from the ninth or from the tenth edition of the Britannica. The word in parentheses in question (1) in each group, is the one whose repetition is to be looked for.

I. 1, Robin (Hood); 2, yachts; 3, Mt. Aetna. **II.** 1, Cape (Horn); 2, sponges; 3, calisthenics. **III.** 1, Ulysses S. (Grant); 2, silk; 3, Candahar. **IV.** 1, Lake (Geneva), Switzerland; 2, St. Peter, the apostle; 3, Candia. **V.** 1 (fox), an animal; 2, Mt. St. Elias, in Alaska; 3, comedy. **VI.** 1 (Alexandre Dumas), author of the Three Musketeers; 2, rubber manufacture; 3, Corcyra. **VII.** 1, Sir Francis (Drake); 2, Robinson Crusoe; 3, Heracles or Herakles. **VIII.** 1 (cork), the bark of a tree; 2, the preservation of food; 3, Jove. **IX.** 1, Christopher (Columbus); 2, plate glass; 3, Sandwich Islands. **X.** 1 (Cleveland), Ohio; 2, the Parthenon; 3, steel. **XI.** 1 (Charles) I, King of England; 2, paper manufacture; 3, stenography. **XII.** 1 (John Brown), the Abolitionist; 2, oleo-margarine; 3, tragedy. **XIII.** 1, Sir Francis (Bacon); 2, the metric system; 3, Van Dieman's Land. **XIV.** 1 (Atlas), the giant; 2, Judas Maccabæus; 3, Aphrodite. **XV.** 1 (Troy), city mentioned

by Homer; 2, Japanese art; 3, consumption. **XVI.** 1, Henry M. (Stanley); 2, Isle of Wight; 3, the vine. **XVII.** 1 (Saturn), the planet; 2, the grand jury; 3, Virgil. **XVIII.** 1 (Paris), city of France; 2, Cape of Good Hope; 3, Barry Cornwall. **XIX.** 1 (Ohio), state; 2, battle of Gettysburg; 3, Puerto Rico. **XX.** 1 (Newark), N. J.; 2, Emancipation Proclamation; 3, Pultowa. **XXI.** 1 (Neptune), Roman god; 2, cotton manufacture; 3, reservoir. **XXII.** 1 (mercury), the metal; 2, Colosseum; 3, pump. **XXIII.** 1 (Memphis), Tenn.; 2, cloves; 3, Church of the New Jerusalem. **XXIV.** 1 (Mars), the planet; 2, cheese; 3, Marco Polo. **XXV.** 1, Lake (Lucerne); 2, catacombs of Rome; 3, Cashmere. **XXVI.** 1, Marquis de Lafayette; 2, butter; 3, Medusa (in Greek mythology). **XXVII.** 1 (Jupiter), Roman god; 2, buccaneers; 3, galvanism. **XXVIII.** 1 (Samuel Johnson), the dictionary maker; 2, beet sugar; 3, gardening. **XXIX.** 1, Washington (Irving); 2, allspice; 3, nard. **XXX.** 1 (iris), a plant; 2, age of bronze; 3, New Ireland.

The Card Catalogue

Based on Chapter III of the Manual. See also Chapter IV, Section 34. Time in class, one-half period.

Object: To explain the card catalogue and teach its practical use.

Method: Oral quiz from the illustration in the Manual, or better, from specimen catalogue cards if they can be procured. Written exercise to be done at the branch of the public library to which the student belongs, or in the high school library if it has a satisfactory catalogue.

Preparation: Each student to visit the branch of the public library to which he belongs and 1, to ascertain whether it has a card catalogue; 2, if there is a card catalogue, to look it over and observe all he can about it for reporting in class. The school library can be visited by those who do not belong to the public library.

Model quiz: *Who belongs to the public library? Has it a card catalogue? Who can tell me what a card catalogue is?* Point of departure for explaining exactly what the card catalogue is. Distinguish it from the shelf list if shelf list is indicated by answers. Otherwise do not mention shelf list except in passing. Class to turn to illustrations in Manual or specimen cards. Have class discover differences in headings of cards, *i.e.*, author, title and subject. Beginning with author card, get class to discover the several items on each card. When call number is discovered, explain briefly Section 34. Have class discover items common to every card.

Can anyone suggest a practical use for the card catalogue? It is not for the sole use of the librarian.

Written exercise: Each student to be assigned one subject or author on which to make up a bibliography from the card catalogue. Bibliography not to exceed half a dozen items. The examples in the Manual, Section 32, should be put on the board for the class to follow as models. Note that each list has three important points — author's name, title and call number.

With younger pupils use as an exercise the simple finding list on a single sheet of paper; with older students, the bibliography on cards.

Exercises are to be written clearly in ink and returned to the teacher. They should be marked for neatness, clearness and orderly arrangement.

Specimen topics:

Algebra, debating, coal, telephone, wireless telegraphy, milk, King Arthur, Shakespeare (criticism), mechanical drawing, United States history, English literature, United States industries. Works of R. L. Stevenson, John Fiske, Oliver Wendell Holmes, A. Conan Doyle, Rudyard Kipling, Edgar Allen Poe, Alexandre Dumas, Mark Twain, Winston Churchill.

Numbering and Arrangement of Books

Based on Chapter IV. Time, one-half period. To be given only when the lesson can take place in the school library, or when a majority of the students are members of the public library or use the school library.

Object: To explain the general arrangement of an ordinary public library.

Method: Talk and blackboard quiz. Exercise, when the lesson is given in the library.

Preparation: Put on the blackboard the outline of the classification in local use or distribute printed copies of it. Library books should be distributed for the students to examine.

Model quiz: *Does anyone find anything on the backs of these library books which is not on the backs of ordinary books? Numbers. Can anyone tell me what these numbers mean? Probably not. Make this the point of departure for briefly explaining the composition of the call number, and take up the subject of classification. Call attention to the outline on the board and make sure that the class understands the knotty words "philology," "philosophy," "collective biography," etc. Brief explanations can be added after the words in the outline on the board, for instance: "Philology = language, hence includes grammars, dictionaries, etc." Get the class to discover from the outline and from the class numbers on the books distributed, what subjects the books distributed have been assigned to. Get the class to suggest books which would fit into particular divisions, e.g., into History. Then get them to assign general num-*

bers to particular books, *e.g.*, to Wentworth's Plane and Solid Geometry. Explain briefly decimal character of numbers, and illustrate by writing examples on the board and having class suggest the order in which they should be arranged. Dwell very briefly on author numbers. Write examples of complete call numbers on the board, and get class to suggest proper order. See Manual, Section 40. Ask for suggestions as to the way to find a book on the shelves. See Manual, Section 48, etc.

If the lesson is given in the school library, each student can be assigned a book to find. Slips containing one or two call numbers to be distributed, each to be signed by the student receiving it with his name and class. The student is to find the corresponding books on the shelves, and fill in author and title opposite the call number. The slips should be handed back to the librarian for marking.

Reference Books Other Than the Encyclopedia and the Dictionary

Based on Chapter V of the Manual, excepting Sections 47-55. Time in class, one-half period for each group.

Object: To familiarize students with some of the commoner reference books.

Method: In beginning, define the term "reference book," and state the object of the lesson. Take up a group of books and read over with the class the corresponding paragraphs in the Manual, summarizing explanatory notes. For the Century Cyclopedia of Names,

quiz the class from the illustration in the Manual, Section 111, to bring out the different kinds of names included, biographical, geographical, historical, etc. Have the class look at the explanatory notes following the names of the books and say in which book they would be likely to find mention of some specific fact, *e.g.*, the President of Cornell University, who the Loco-focos were, etc., until the class gets the idea of the practical way of using the Manual. If the books are available, they should be exhibited.

If it is not practicable for each student to have a copy of the Manual, the exercise can be adapted to the blackboard, and the students can copy the notes as a guide.

When the class has caught the idea of how to use the notes in the Manual, assign one question from each book in the group being taught (five or six questions in all), to each student to find and make a written report on. If the books are available and there is time, the paper can be answered in class. Otherwise each student should take the paper to the public library; or if he should happen not to belong to the public library, he can take it to the school library during some free period, and answer it there. Papers should be returned to the teacher in a couple of days, and by the teacher can be handed to the school librarian for marking. Students whose papers are found to be particularly bad should report to the librarian for special instruction.

Do not assign more than one group at a time. Lessons should be at least a week apart.

Written exercise:**MODEL FORM**

Name
Class.....	Date.....
1. Question to be answered.....	
Book in which best answer was found.....	
Page on which answer was found.....	
2. Question to be answered.....	
Book in which best answer was found.....	
Page on which answer was found.....	
and so on, repeating the formula to cover the necessary number of questions.	

Many of the names in the following lists will be found in more than one of the books in the group. In such cases, the longest or most satisfactory answer should be chosen.

Group A. —

Century Cyclopedia of Names (Manual, p. 39).

World Almanac (Manual, p. 40).

Lippincott's Biographical Dictionary (Manual, p. 41).

Lippincott's New Gazetteer (Manual, p. 42).

Specimen topics for Group A. —

CENTURY CYCLOPEDIA OF NAMES. Who or what, is or was: Aladdin, Allan-a-Dale, Massacre of St. Bartholomew, Bluebeard, Charlemagne, Don Quixote, the Doomsday Book, the Garden of Eden, the East India Co., the Erectheum, Faust, the Goths, Hades, Homer, Index Expurgatorius, London Bridge, the Middle Ages, the Monitor, the Mormons, Nineveh, the Odyssey, Old Hundred, Olympic games, Order of the Garter, the Pantheon, the Parthenon, Rip Van Winkle, Sheridan's Ride, Sindbad, the Tower of London?

WORLD ALMANAC (1911). Find the text of the Constitution of the United States; rates of foreign postage; summary of the interstate commerce law; how to apply for a patent; general facts about the Panama Canal; qualifications for voting in Ohio; present status of woman suffrage; amount of congressional appropriations for 1911; President of the Pennsylvania Railroad; displacement of the Mauretania; latest annual value of the hay crop in the United States; provisions of national meat inspection law; present intercollegiate rowing championship; latest winner of the Vanderbilt cup; present holder of the intercollegiate basket ball record; deaths and injuries from football during the past year; summary of the United States patent law; notable books of the past year; number of school children in the United States; Treasurer of the Epworth League; population of New York State; Chief Justice of United States Supreme Court; salary of the Secretary of State; amount of annual consumption of liquors in the United States; Prohibition platform.

LIPPINCOTT'S BIOGRAPHICAL DICTIONARY. Use the list of Biographical Names on page 13.

LIPPINCOTT'S NEW GAZETTEER. Use the list of Geographical Names on page 12-13.

Group B. —

Atlas. (Manual, pp. 42-43.)

Bartlett. Familiar Quotations (Manual, pp. 44, 10).

Brewer. { Dictionary of Phrase and Fable (Manual,
p. 66).
{ Readers' Handbook (Manual, p. 66).

Harper's Dictionary of Classical Literature and Antiquities (Manual, p. 62).

Statesman's Year Book (Manual, pp. 39-40).

Specimen topics for Group B. —

ATLAS. In answering these questions, use the atlas's indexes (Manual, Section 23), or a gazetteer as a key as necessary. Give the number or page of the map. Find the approximate latitude and longitude of Abukir Bay, Isle of Capri, Chuatauqua Lake,

Dahomey, Isle of Elba, Ferrara (city), Fort Scott, Goodwin Sands, Helgoland, Kankakee (city), Laibach, Lake of the Woods, Long Branch (seaside resort), Mackinac Island, Magdeburg, Nantes, Nantucket (Island), Newport News, Old Point Comfort, Passamaquoddy Bay, Mont Pelée, Mt. Popocatepetl, Rock Island (city), Roncesvalles, Sandy Hook, Savannah (city), Seychelles Islands, Virgin Islands, Yellowstone Lake, Zuider Zee.

BARTLETT. FAMILIAR QUOTATIONS. Find the authors and the correct forms of the following quotations: No love lost between them. Small Latin and less Greek. To err is human. Fools rush in where angels fear to tread. The gayety of nations. What Mrs. Grundy says. A thing of beauty is a joy forever. Hitch your wagon to a star. A covenant with death and an agreement with hell. To make a mountain out of a mole-hill. Woman's work is never done. All hope abandon, ye who enter here. The moon is made of green cheese. To save one's bacon. With tooth and nail. Living from hand to mouth. Within a stone's throw. The proof of the pudding is in the eating. The pot calling the kettle black. Peck of trouble. To ride a free horse to death. A still small voice. Noise of many waters. Wisdom is better than rubies. To sow the wind. Anything for a quiet life. My cake is dough. More in sorrow than in anger. Uneasy lies the head that wears a crown. Tired nature's sweet restorer.

BREWER. DICTIONARY OF PHRASE AND FABLE. Find explanations of the following allusions or expressions: Abracadabra, Abraham's bosom, Annie Laurie, apple of discord, April fool, apple-pie order, Augean stables, fifteen decisive battles, beating about the bush, Beauty and the Beast, the Beefeaters, to bell the cat, a bird in the hand, birds of a feather, City of Seven Hills, to haul over the coals, to have one's ears burn, funny bone, legend of St. George, sour grapes, grass widow, story of Griselda, horns of a dilemma, myth about the ibis, Man with the Iron Mask, to mind one's P's and Q's, City of the Violet Crown, barber's pole, Seven Wonders of the World, hair of the dog that bit you, account of Sir Tristram.

BREWER. READERS' HANDBOOK. Legend of the Flying Dutchman, Whittington and his cat, Robin Hood, King John and the Abbot of Canterbury, Cupid and Psyche, Solomon. Plot of Anne of Geierstein, Antony and Cleopatra, Dr. Jekyll and Mr. Hyde, Our Mutual Friend, Old Curiosity Shop, Merchant of Venice, Talisman. Who was Aladdin, Bob Acres, Ali Baba, Azazel, Brunhild, Cræsus, Cap-

tain Cuttle, Damocles, Enid, Lady Godiva, Mr. Gradgrind, Haroun-al-Raschid, Ivanhoe, Prester John, Merlin, Mr. Micawber, Don Quixote, Oliver Twist, Oberon, the Red Cross Knight? What was the Charge of the Light Brigade, the Holy Grail, the Mississippi Bubble?

HARPER'S DICTIONARY OF CLASSICAL LITERATURE AND ANTIQUITIES. Achilles, Acropolis, Atalanta, Bellerophon, Cadmus, Julius Cæsar, Circe, Demosthenes, Roman houses, Greek coins, Roman clocks, food of the ancients, head dress of the Romans, Greek games, the Palladium, Solon, stenography among the Romans, Roman ships, Socrates, Hades, Cræsus, Mars, Homer, Hector, Pompeii, Roman and Greek painting, Niobe, kissing among the Romans, Minerva, gladiators.

STATESMAN'S YEAR BOOK. National debt of United States, of Great Britain, of Germany. Size of standing army of United States, of Great Britain, of Japan. Naval strength of Japan, of Italy. Full name of reigning monarch of Great Britain, of Japan. Particulars about the Union of South Africa. Area of the Transvaal, of Venezuela. Summary of the constitution of Australia, of California, of Italy. Salary of the governor of Ohio, of the governor of Oklahoma, of the governor of New York; income of the king of England. Industries of Arizona, of Turkey, of Spain. Population of Cuba, products of Cuba. Who is president of Brazil? What is the relation of Church and State in Mexico? Facts about the Republic of Panama. Who is diplomatic representative of Great Britain to the United States? What is his official title? Who is diplomatic representative of the United States to Great Britain?

Group C. —

Bliss. New Encyclopedia of Social Reform (Manual, p. 39).

Freeman and Chandler. World's Commercial Products (Manual, p. 43).

Harper's Book of Facts (Manual, p. 45).

Harper's Encyclopedia of United States History (Manual, p. 46).

Toothaker. Commercial Raw Materials (Manual, pp. 43-44).

Specimen topics for Group C. —

BLISS. ENCYCLOPEDIA OF SOCIAL REFORM. American Federation of Labor, Anti-Saloon League, Australian ballot, Bank of England, Brotherhood of Locomotive Engineers, Socialist idea of capital, statement of the position of anarchism, child labor in the United States, argument against co-education, Consumers' League, corruption in corporations, death penalty, eight-hour day, evening schools, argument for free trade, immigration, juvenile courts, municipal ownership, national banks, pool-rooms, argument for protection, race-track gambling, definition of socialism, the tariff, Tammany Hall, cost of war, the Y. M. C. A., Hull House, arguments for woman's suffrage.

FREEMAN AND CHANDLER. WORLD'S COMMERCIAL PRODUCTS. Allspice, beet sugar, buckwheat, castor oil, coffee, cotton, flour, grapes, Manila hemp, jute, linseed oil, malt, molasses, nutmegs, olive oil, palm oil, papyrus, rhubarb (as drug), rice, rubber, rum, sorghum, starch, sugar, tapioca, tea, tobacco, turpentine, vanilla, wheat.

HARPER'S BOOK OF FACTS. List of the kings of England, list of the presidents of the United States, outline of the history of Ohio, outline of the history of Cleveland, Ohio, when platinum was discovered, origin of Arbor Day, list of famous battles, story of Burr's conspiracy, outline of history of Chicago, the Colossus of Rhodes, famous comets, Dred Scott case, battle of Gettysburg, origin of the "Star Spangled Banner," Grand Army of the Republic, Guelphs and Ghibellines, origin of "Honi soit qui mal y pense," East India Co., Jesuits, trial by jury, origin of metric system, mound-builders, first newspaper, Peninsular Campaign, office of poet laureate, Pompey's Pillar, origin of Salvation Army, Sherman's March to the Sea, Trent affair.

HARPER'S ENCYCLOPEDIA OF UNITED STATES HISTORY. Alamo, discovery of America, Benedict Arnold, Aaron Burr, Continental Congress, text of the Constitution, text of the Declaration of Independence, Embargo acts, French and Indian War, battle of Gettysburg, Hartford Convention, Ku-Klux Klan, Indians, Captain Kidd, battle of Manila Bay, Monroe Doctrine, Mormons, Commodore Perry, Philippine Islands, Pilgrim Fathers, war with Spain, Stamp Act, Texas, Salem witchcraft, Webster's Reply to Hayne, history of the Declaration of Independence, colony of Virginia,

James A. Garfield, story of the adoption of the Constitution, table of United States history.

TOOTHAKER. COMMERCIAL RAW MATERIALS. Aluminum, asphalt, celluloid, cochineal, coconut oil, glass manufacture, gold, graphite, gutta percha, mica, mahogany, mineral wool, paper, pig iron, rubber, salt, shellac, silk, sponges, sulphur, tanning process, vegetable ivory, whalebone, wool. Maps showing the geographical distribution of coal, corn, petroleum, rice, silver, wheat.

Group D. —

Allibone. Dictionary of Authors (Manual, p. 42).
Larned. History for Ready Reference (Manual, pp. 45-46).

U. S. Congressional Directory (Manual, p. 41).

U. S. Statistical Abstract (Manual, pp. 40-41).

Warner. Library of the World's Best Literature (Manual, p. 45).

Specimen topics for Group D. —

ALLIBONE. DICTIONARY OF AUTHORS. Criticism of Pope's "Rape of the Lock," of Scott's poetry; contemporary opinion of Benjamin Franklin; the character of Swift, of S. T. Coleridge; biographical sketch of William Penn; the conversation of Charles Lamb; Johnson's method of work on his dictionary; character of Scott; contemporary criticism of Irving's "Sketch Book," of the "Tales of a Traveler," of Longfellow's "Hiawatha," of Roosevelt's "Naval War of 1812," of Emerson; criticism of Boswell's "Johnson," Bryant's "Thanatopsis," Carlyle's "French Revolution," Cooper's "Spy," Defoe's "Robinson Crusoe," Gray's "Elegy," Hawthorne's "House of the Seven Gables," Bryce's "American Commonwealth," Clement's "Innocents Abroad," Eliot's "Silas Marner," Grant's "Personal Memoirs"; criticism of Spenser's "Faerie Queen."

LARNED. HISTORY FOR READY REFERENCE. The Black Death, Boston Massacre, constitution of France, invention in cotton manufacture, Boston Tea Party, constitution of Japan, Children's Crusade, oracle of Delphi, Federalist party, Field of the Cloth of Gold, Seminole wars, Thirty Years War, Franco-Prussian War, battle of Salamis, battle of Thermopylæ, battle of Marathon, the Huns, Sepoy Mutiny,

Missouri Compromise, Mormonism, battle of Hastings, Braddock's defeat, Olympic games, Andersonville prison, Templars, Japanese-Russian war, Boer war, assassination of Lincoln, massacre of St. Bartholomew, Red Cross.

U. S. CONGRESSIONAL DIRECTORY. Who is, and what is the record of the representative from the 21st Ohio district, from the 19th, from the 20th? Who are the senators from New York, Indiana, Minnesota? Who is Secretary of the Treasury, U. S. Attorney-General, governor of Texas, surgeon-general of the army? What is the address of the representative from the 21st Ohio district? Who is U. S. consul in Berlin, in Paris? Who is Italian consul in New York, the Austrian consular agent in Cleveland? What bureaus are included in the Department of Agriculture, of Commerce and Labor? What are the duties of the Secretary of War, of the Interior, of the Postmaster General, of the Interstate Commerce Commission, of the Navy? Who are the members of the Supreme Court, the Civil Service Commission, House Committee on Appropriations, House Committee on Foreign Affairs, Senate Committee on Appropriations, Senate Committee on Agriculture? Under what department is the Bureau of Education, the Forest Service?

U. S. STATISTICAL ABSTRACT. According to the latest figures find out: What state has the densest population; what state the least dense population; density of population in Ohio; size of the annual cotton crop; number of pupils in public schools; cost of the railway mail service; popular vote of Ohio at the latest presidential election; number of children employed as bread winners in Ohio; number of railroad employees in the United States; annual number of persons killed in railroad accidents; tonnage of the United States merchant marine; annual number of immigrants; year of the heaviest immigration; value of cows in the United States; number of cows in the United States; amount of annual internal revenue; amount of appropriation for support of the army; annual amount of sugar imported; value of farm property in Ohio; population of the United States; number of Indians in the United States; area of Hawaii; annual amount of customs receipts; amount of savings banks deposits; amount of national debt; annual number of patents issued; population of the Philippines; number of church members in the United States; number of wage earners in manufacturing industries.

WARNER. LIBRARY OF THE WORLD'S BEST LITERATURE. Find biographical and critical accounts of the following named persons: Joseph Addison, George Eliot, Louisa M. Alcott, Artemus Ward, John Bunyan, Chaucer, Charles Dickens, Victor Hugo, E. A. Poe, George Sand, Voltaire, J. R. Lowell, O. W. Holmes.

Find selections from Addison's "Sir Roger de Coverley," Æsop's "Fables," Bacon's "Essays," Artemus Ward, Bunyan's "Pilgrim's Progress," Cervante's "Don Quixote," Chaucer's "Prologue," Hamilton's contributions to the "Federalist," Boswell's "Life of Johnson," Lamb's "Essays," Lincoln's entire "Gettysburg Speech."

Find the text of "Annie Laurie," Burns's "To a Mouse," Holmes's "Chambered Nautilus."

Find a synopsis of "Innocents Abroad," "Ben Hur," "Kenilworth," "Sartor Resartus," "Story of a Bad Boy."

Written Review: Distribute a list of twenty-five topics, and require students to name the books first to be consulted in looking up each topic.

Magazines

Based on Chapter VI. Time, one period.

Object: To bring important magazines to the notice of students and teach the use of magazine indexes. This lesson can suitably be given at the beginning of the term to classes studying current events.

Method: Quiz with blackboard, and from Manual, Sections 81 and 83. Written exercise.

Preparation: Each student to visit the public library or the school library and investigate and be prepared to report on *one* magazine, to be assigned from the list in the Manual, Sections 78-87. The report on the assigned magazine should cover the following points:

Monthly, weekly, etc.? Does it contain reviews of current events, articles on questions of national interest, stories, poems, popular science, shop work, book reviews, literary news, education, art, housework, fashions, etc.? What are its special features if any? Illustrations? What kind of people would it interest? Illustrate by analysing some well-known magazine. Discretion must be used in adapting the magazine to the student. Two students can be assigned to one magazine so as to check each other's reports.

Model quiz: Names of magazines to be put down in column on blackboard as given, with "W" or "M" for "weekly" or "monthly," and brief word of characterization following each name.

Ask what boys read magazines and find out the names of the magazines read. Selecting some representative magazines from those named, get the students to characterize them briefly on the points suggested in the paragraph above on Preparation. Start with magazines which are obviously popular, and lead up to the more serious ones. Then take up the reports on the assigned magazines.

If preparation has not been possible, distribute numbers of each of several magazines, including a review, and several which deal with current events. It will be instructive to compare the Review of Reviews, the Literary Digest and the Outlook. In schools where a large proportion of the students come from bookless homes and do not use the public library, some of the lighter magazines should be discussed.

Bring out by suggestive questions the usefulness of magazine articles in high school work, *e.g.*, current events, debating, etc. *Henry, I want to find out the*

latest thing about the commission plan in city government, for a debate. The latest book in the library was published in 1909. Where can I get later information? In the magazines. How can I find out what magazine it will be in? If no one can answer, describe the Readers' Guide and Poole's Index and explain the important differences between them. Turn to examples in Manual, Sections 72 and 74, and quiz class into discovering the separate points of each item.

Written exercise: Bibliography by each pupil, not to exceed half a dozen items, to be made at library to which he belongs. Mark for neatness, clearness and orderly arrangement. The following model exercise should be put on the board for the class to imitate.

MODEL EXERCISE

Strikes.

Survey, vol. 24, p. 431.

Outlook, vol. 95, p. 480.

Index consulted. Readers' Guide; July 1910, 1905-1909.

Name. Henry Jones.

Class. C.

A card bibliography can be assigned to older classes. (See Manual, Section 75.)

SUGGESTED TOPICS: Aeroplanes, Alaska, Arctic explorations, bees, candy making, farm life, football, high schools, immigration in the United States, inventions, juvenile courts, criticism of Rudyard Kipling, labor unions, missions, moving pictures, municipal ownership, old age pensions, Panama canal, parks, peace, Republican party, strikes, submarine boats, teachers, trusts, working girls.

Buying Books

Based on Chapter VIII. Review Chapter I, Section 1, and Chapter II, Sections 6-13. For older students. Time, one period.

Object: To bring out some of the important non-literary points to be observed in book selection.

Preparation: Each student to prepare a list of the names of half a dozen publishers by investigating the title pages of books in the school or the public library, noting in each case the place of publication. If no preparation is possible, and the lesson is given in the school library, this can be made a preliminary exercise on the spot.

Lesson: Find out how many students buy books for themselves, and how they do it. In questioning, bring out the points mentioned in Sections 104 and 105. Review Sections 1 and 6-13.

Ask the class for the names of publishers, and make a list on the board, putting the names of British publishers in a separate column. Call attention to the names of some of the larger publishers, mentioning their specialties if any.

Caution briefly on the risk of buying subscription books.

With senior classes it may be found interesting to describe the Cumulative Book Index and the Publishers' Weekly and their use in ordering books. The description should be illustrated with specimen numbers.

The Use of the Library in Debating

Based on Chapter VII.

The object of this lesson is to teach students how to prepare intelligently for a debate. The chapter should be studied preliminary to or in connection with courses in argumentation and debating, and notes should be prepared as it prescribes. Chapter VI on Magazines should be carefully reviewed, and students should be required to investigate and report on reference books in the library falling in the class 300-389 (the greater part of Sociology).

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